



# Internationalizing Teacher Education

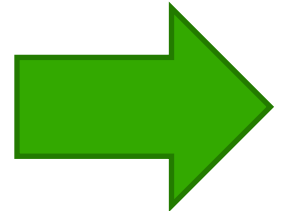
**Merry Merryfield**  
**The Ohio State University**



**How can we  
transform preservice  
teacher education to  
prepare teachers for  
our global age?**



**Five steps**





# Step1 CONCEPTUALIZATION



Faculty need to work together to conceptualize what global/international means and what it implies for programs, from admissions, courses, field experiences to readings, research, assessments and more.

**The Vision:** There needs to be discussion that leads to consensus in developing *a common language* and *shared goals*. The goals need to be highly visible and promoted by college/university leadership.

**Illustration:** Reading L. Anderson, J.Becker, C.Alger etc., in defining what makes a program global.



# Example: Robert Hanvey's *An Attainable Global Perspective*



- Perspective consciousness
- State of the planet awareness
- Cross-cultural awareness & skills
- Knowledge of global dynamics
- Awareness of human choices
- [http://www.globaled.org/An Att Glob Persp 04 11 29.pdf](http://www.globaled.org/An_Att_Glob_Persp_04_11_29.pdf)

*Also see conceptualizations by ACE, the Asia Society & CCSSO, Oxfam, Council of Europe*

# Example: Humanities



## Global approach

**Teach literature and history that write back against the literature of the oppressors.**

Ex. Students read excerpts from Things Fall Apart by Chinua Achebe and other African literature to understand colonialization from Africans' experiences and knowledge.

**Have students evaluate how one's worldview shapes how one makes sense of events and issues.**

Ex. Students examine effects of racist colonial language and images on Americans' perceptions of Africa by surveying people in their community.



## Non-global approach

**Do not use knowledge constructed by the Other (US minorities, people in Asia, Africa, the Middle East, etc.) that challenges the mainstream version of events or issues.**

Ex. Teaches a unit on colonial Africa without using any African sources or literature.





## Global approach

## Non-global



**Teach about injustice and how people have worked against oppression.**

Ex. Students create a timeline of events in which Africans worked for freedom against European domination.

**Have students develop critical reading skills to recognize bias and underlying assumptions.**

Ex. Students analyze colonial documents and travel writing for their assumptions about race, power, and rights.

**Often ignore oppression and injustice in other countries**

Ex. Tells the story of European colonization of East Africa as “a glorious era of Europeans bringing light to the Dark Continent”.

**Often gloss over American injustice and oppression or imply it was all in the past.**

Ex. Teaches about the slave trade without attention to the suffering and oppression of Africans.



## Step 2: GLOBAL CONTENT



Access the content knowledge needed for students to become globally competent in their field of study.

Work with colleagues in Arts and Sciences to identify or develop new courses and connect with colleagues in other countries, professional organizations, national resource centers, etc.

Don't forget foundation courses, tech courses, classroom management courses, etc.

**Illustrations:** Anna's grant, Hist 597, Ed P&L 791

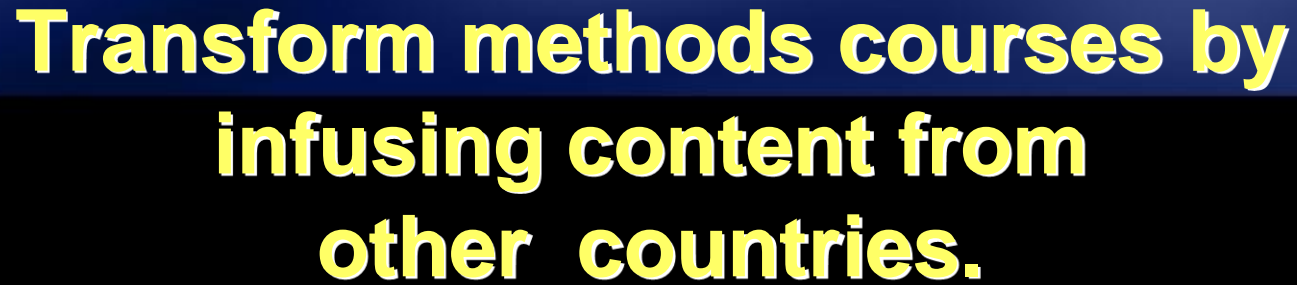


# How does the inheritance of European diffusionism affect our perspectives and those of our fields of study?

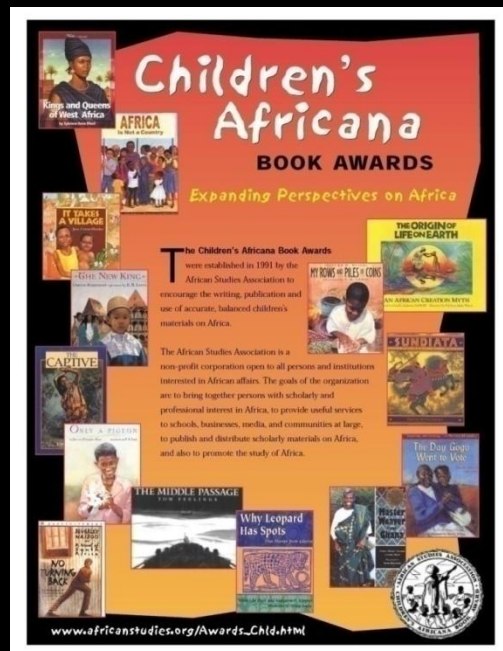
Blaeu's Aethiopia, Abissinorum sive presbiterioannis imperium. c.1667.







**<http://www.africaaccessreview.org/>**  
**<http://www.youtube.com/watch?v=1rdS8zNp3ow> show**





# Consider self-assessment of content knowledge



As faculty reflect on content needs, they often realize that they need new learning experiences in order to become global educators and *model* the knowledge, skills, experiences and relationships they want their students to develop.

How do we become knowledgeable about another culture or global issue ?

Learn about scholarship in our fields in other world regions?

Become engaged globally?

***Illustration:*** Steve's work in Poland



## Step 3 GLOBAL/INT'L PEDAGOGY



- Global connections
- Perspective consciousness & substantive culture learning
  - Action against stereotypes & exotica
  - Attention to materials for teaching multiple perspectives
  - Attention to power relationships
- Macro & micro views of the world
- Use of primary sources & scholarship from other countries
- Cross-cultural experiences & online connections to other places



# Make connections over time & space frequently



- Banking crisis in the US → stock markets down across Asia & Europe, people lose jobs in Ohio.
- Poverty/war in Africa → undocumented workers in Europe and refugees settling into towns in Minnesota and Maine.
- Increased demand in China for energy → high gas prices in Japan, Germany & the US.

iEARN   e-pals   teleconferences



# Use events to create teachable moments in understanding global interconnectedness.



<http://www.ejfoundation.org/page212.html>





# Teach the value of multiple perspectives and the power of voice & representation

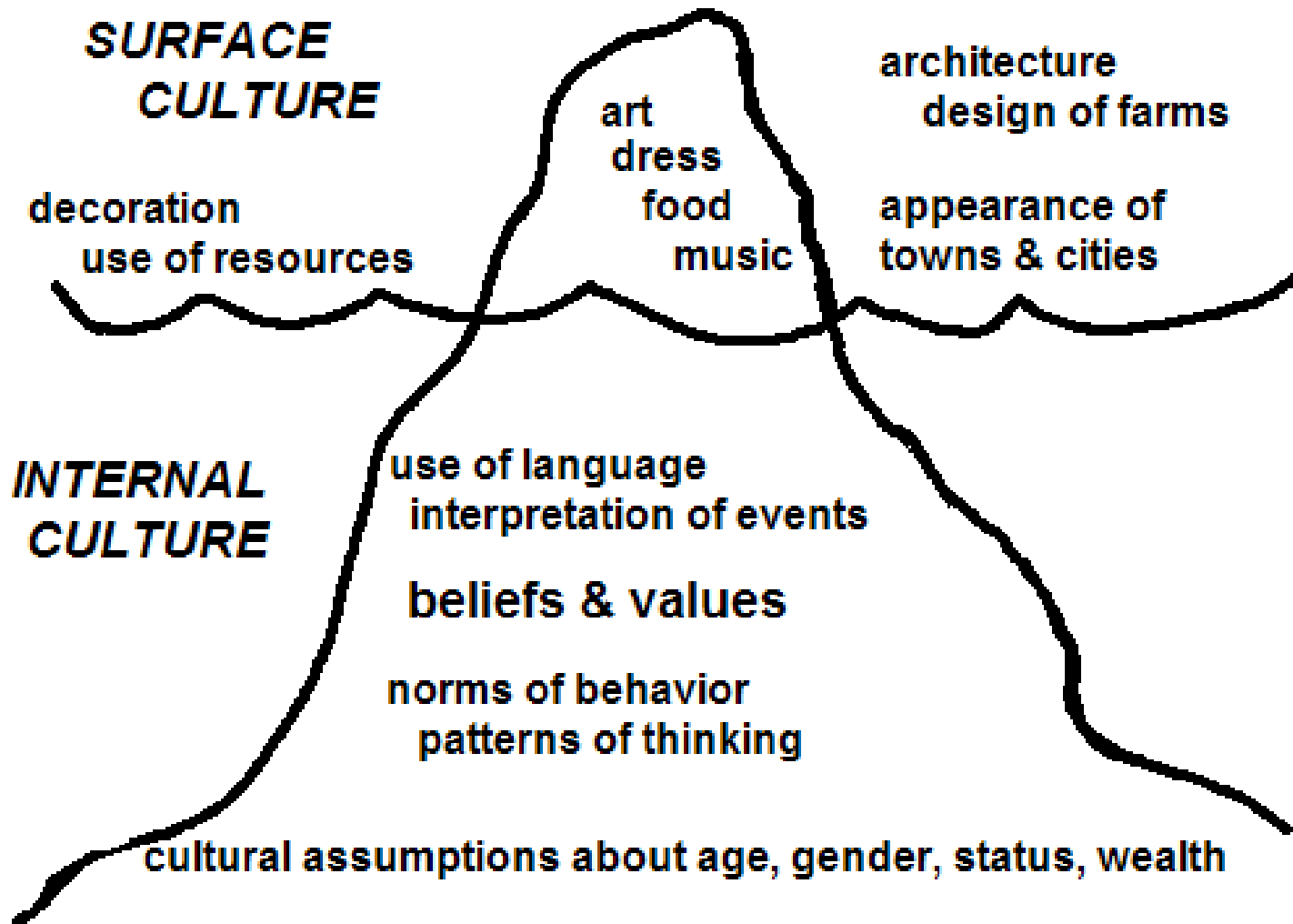


Let's listen to Chimamanda Adichie , author of  
<http://www.halfofayellowsun.com/>

[http://www.ted.com/talks/lang/eng/chimamanda  
adichie the danger of a single story.html](http://www.ted.com/talks/lang/eng/chimamanda_adichie_the_danger_of_a_single_story.html)

play

# Focus on internal culture to provide real-life skills & knowledge







# Analyze images & sources. Examine use of exotica. Address stereotypes.







# Susukino district in Sapporo

[http://www.hbc.co.jp/videonot/susuki\\_1.jpg](http://www.hbc.co.jp/videonot/susuki_1.jpg)





# Analyze power relationships



## How does status shape people's knowledge worldviews?

It is a peculiar sensation, this double consciousness, this sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity. One ever feels his twoness, -- an American, a negro: two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder.

-- *W.E.B. DuBois, 1989, p. 3.*



# Cultural Consultants



Int'l educators who are trained in intercultural education and paid to share their knowledge, experiences and perspectives as part of a course or field experience.



# Cultural Consultants



- CCs speak only for themselves, not their gender or country or religion.
- CCs counter assumptions, stereotypes, & misinformation directly with knowledge, shared experiences and scholarship.
- CCs provide insights into choices of instructional decision-making and suggest materials and resources.
- CCs are personable and work at developing trust and collaboration.
- CCs develop relationships with the teachers and links to their countries or regions



# Use primary sources to teach multiple perspectives on historical/contemporary events:



## European explorer:

A monster canoe led the way. In the bow were ten young warriors, their heads gay with red feathers; at the stern, eight men with long paddles, whose tops were decorated with ivory balls and guided the monster vessel. The crashing sound of drums and horns did not help calm our nerves.

## African chief:

Now he enters the river! We swept forward, my canoe leading, the others following, with songs of joy and dancing, to meet the first white man our eyes had ever seen and to honor him. But as we came near his canoe there were loud sounds, bang! bang! bang! And fire sticks spit bits of iron at us.

## Step 4 CROSS-CULTURAL EXPERIENCES & INTERCULTURAL COMPETENCE



Structure the development of intercultural competence through the infusion of experiences with diverse people in the college, schools and the community and with some people in other countries.

This may include collaboration with local schools, refugee/immigrant or international organizations in the community, international students and scholars, study abroad, internships, student teaching overseas.

***Illustration:*** *Bennett's stages*



# Bennett's Stages of Intercultural Development



1. Denial of differences
2. Defense, as evidenced by denigration or feelings of superiority
3. Minimization from either physical or transcendent universalism.
4. Acceptance of behavioral and value differences
5. Adaptation of skills for interacting and communicating are enhanced
6. Integration

--- Milton Bennett, 1993, p. 59.

# Lesson illustrating Bennett's Stage 2 Defensiveness



**Students** make derogatory remarks, exhibit overt hostility or feelings of superiority.

Activities developed where students learn about positive attributes and recognize their own culture's similarities.

**Activity:** In a unit on immigration, students examine the lives of famous Arab Americans and the contributions they have made to the United States. The teacher directly addresses their stereotypes of Arabs in American through websites and resource people in the community.





## Step 5 GLOBALLY ORIENTED FIELD EXPERIENCES



Build long-term relationships with globally-oriented schools and teachers and integrate their expertise into teacher education through team-taught courses, mentoring, collaboration, presentations and publications.

### **Illustration:**

*OSU's PDS Network in  
Social Studies  
and Global Education*



# A PDS for **Creating Global Educators**



1. Local teachers, who are globally-oriented, take on major roles in teaching methods courses, mentoring interns over 9 months and planning major assessments.
2. Interns teach one day a week in Methods courses and must infuse elements of global ed in their instruction.
3. Interns prepare and teach instructional units that include global ed pedagogy.
4. There is no gap between what is taught in ed courses and what is valued in the schools.

# **OSU's Preservice Social Studies Program**



- 1. Global knowledge is acquired through disciplines & interdisciplinary content. (115 hrs)**
- 2. Interns learn across diverse schools and school districts with globally-oriented teachers.**
- 3. Schools collaborate with the university for methods, mentoring, fieldwork.**
- 4. Reflection is in an open online forum of highly accomplished practicing teachers.**
- 5. Assessment is performance-based on authentic tasks in schools.**

# Merry's research on MCE & Global/Int'l Connections



## Same human strengths

- societal cooperation
- creativity, innovation & problem-solving
- spirituality & ethics
- care for family & community
- protest & reform

## Search for a better life

- for self-determination, rights, security, justice, civil society
- for economic opportunities, higher standard of living, better health care, more education
- for survival of communities, cultures, languages, nations, species & the planet

## Same human problems

Poverty Ignorance Apathy

## Lack of justice & rights

- human rights, civil rights
- womens', children's, -indigenous peoples'
- corruption

## Inequities within and across societies

- educational, economic, political
- technological, -environmental

## Prejudice & discrimination based on:

- national origin
- ethnicity, race, class, gender
- language
- religion
- sexual orientation
- disability, special needs

## Oppression

- imperialism & colonialism
- slavery, human trafficking
- genocide
- ecological destruction

## Human Universals

## Human Diversity

## Interconnectedness

Diverse perspectives, experiences, voices,  
beliefs & values within and across societies

## Dynamic cultural change & diffusion

- population explosion in 20<sup>th</sup> century
- movement of people, diasporas, immigration, migrants, guest workers
- cultural diffusion & borrowing
- hybridity of cultures

## Cooperation across differences

- trade, spread of ideas, alliances

Need for cross-cultural knowledge and intercultural competence

## Conflict

- over land & resources
- over cultural, economic or political differences
- based on feelings of superiority

## Through ecological systems

- changes in the natural world
- overuse of resources (fishing, deforestation, etc.)
- energy
- biodiversity
- disposal of toxic wastes

## through history & heritage

- art & music
- literature, film, media
- sports

## through economic linkages

- jobs & labor markets
- financial markets
- consumer purchases

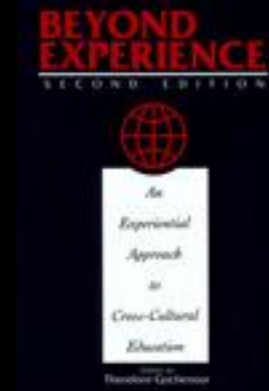
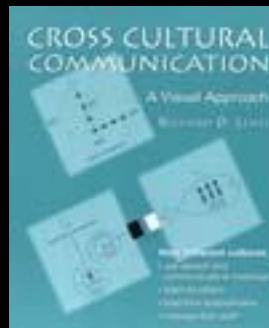
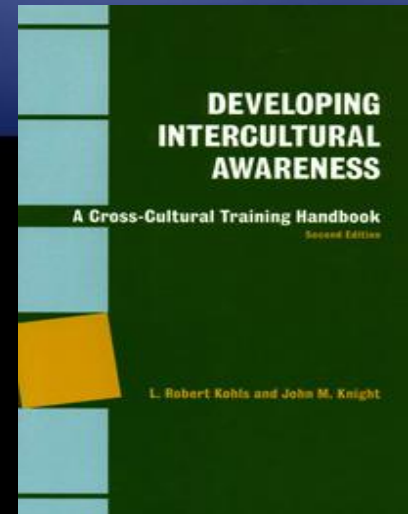
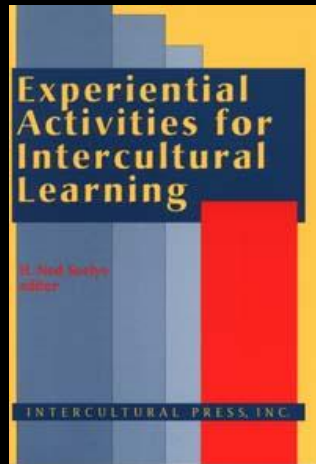
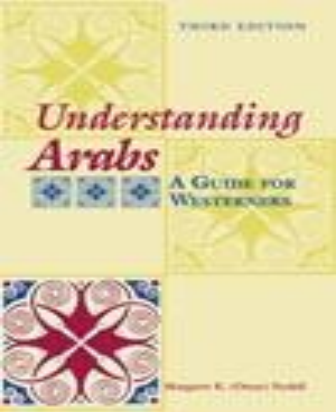
# Some Questions



1. How do we teach our students to expand their comfort zones with people different from themselves and issues that they know little about? To be able to see beyond American blinders/ filters?
2. How can we teach our students to value what they can learn from people who are experiencing poverty, war, HIV/AIDs, human rights abuse, environmental problems or hunger? (the majority of the world's people)
3. How can we motivate our students to want to connect with people like themselves in Africa, Latin America, the Middle East, Europe or Asia?



# Thank you



<http://www.teachglobaled.net>

<http://people.ehe.ohio-state.edu/mmerryfield/>

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# RESOURCES



<http://www.globaled.org/fianlcopy.pdf> Ideas for conceptualizing and assessing global education

<http://www.educ.msu.edu/globalcohort/> Michigan State's Global Cohort Program

<http://www.international.umd.edu/sparkplug/sites/cim/content.cfm?id=5130> Global Awareness in Teacher Education (GATE) Fellows Program at the University of Maryland

<http://teachabroad.ua.edu/> COST

[http://www.latticeworld.org/lattice\\_homepage\\_index.htm](http://www.latticeworld.org/lattice_homepage_index.htm)  
LATTICE

<http://www.longviewfdn.org/122/teacher-preparation-for-the-global-age.html> Longview Report



[http://www.nafsa.org/knowledge\\_community\\_network.sec/teaching\\_learning\\_and/internationalizing\\_the\\_3/practice\\_resources\\_24/internationalizing\\_the\\_10/teacher\\_education/](http://www.nafsa.org/knowledge_community_network.sec/teaching_learning_and/internationalizing_the_3/practice_resources_24/internationalizing_the_10/teacher_education/)

[http://www.coe.int/t/dg4/nscentre/GEguideline\\_presentation\\_en.asp](http://www.coe.int/t/dg4/nscentre/GEguideline_presentation_en.asp)

<http://iearn.org/>

<http://www.oxfam.org.uk/coolplanet/teachers/globciti/downloads/gcguide06.pdf>

<http://www.culturaldetective.com/mapactivs.html>

<http://www.peacecorps.gov/www/educators/>

<http://www.peacecorpsconnect.org/global-connections>

- <http://www.globaled.org/fianlcopy.pdf>



# Research on Global/Int'l Education



- Prejudice reduction, overcoming parochialism, ethnocentrism— ***Cushner, Pang, Zimpher***
- Intercultural, cross-cultural experiential learning —***Bennett, Brislin, Germaine, Gilliom, Kissock, Wilson, Zong***
- Cooperative & constructivist learning -- ***Slavin, Johnson & Johnson, Ross & Cornett***
- Classroom practice -- ***Benitez, Gaudelli, Horng, Kirkwood, Merryfield, Zong***

# Research continued...



- International understanding – *Cogan, Hahn, Torney-Purta*
- Formalized reflection *TE* -- *Shon, Ross, Thornton*
- Contexts of schools, access to resources -- *Benitez, Gaudelli, Zong*
- Collaboration with schools and teachers *TE*– *Dove, Kirkwood, Johnston, Merryfield*
- Authentic and performance-based assessments -- *Sizer, Smith*
- Culturally relevant teaching – *Howard, Ladson-Billings*





# **Institutional change: Is your college really embracing global /international?**

- Do hiring practices, sabbaticals & promotion and tenure guidelines reward global/int'l service, research & teaching?
- Do students learn from people from other countries (in readings, as profs, mentoring teachers, cultural consultants, online) ?
- Are significant monies are budgeted for int'l/global?
- Do students study abroad/student teach in diverse countries?

# Institutional change continued...



- Are int'l students & scholars recruited in order to increase numbers?
- Do faculty openly learn from people and scholarship in other countries?
- Are international/global expertise and experience a requirement , not an option?
- Does the college collaborate with area studies programs on campus, int'l programs, immigrant and refugee organizations in the community?
- Are there faculty and student awards for int'l work, expertise, or global education?



# Global Ed Teacher Ed



## What do teacher educators need to know & be able to do?

- **Knowledge** of globalization & the state of the planet.
- **Knowledge** of how our fields of study are influenced by scholars, events and issues in the rest of the world.
- **Skills** in teaching global/int'l perspectives (includes use of new technologies).
- **Skills** in intercultural competence

# Implications continued...



- **Experiences** learning from people different from ourselves at home and abroad.
- **Experiences** with int'l-oriented organizations & people in our community and in other parts of the world.

## Habits of the mind we need to develop:

- open-mindedness, resistance to stereotyping & anticipation of complexity
- resistance to dividing people into “us and them”
- perceiving cultural differences as neutral, not negative
- motivation to learn about the world through the eyes of people different from ourselves.